SATBAYEV UNIVERSITY

DKU DEUTSCH KASACHISCHE UNIVERSITÄT

Digitalization for smarter education

TEACHING FOREIGN LANGUAGES IN THE ERA OF DIGITALIZATION

1st INTERNATIONAL CONFERENCE
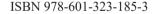
24th-25th OCTOBER, 2019
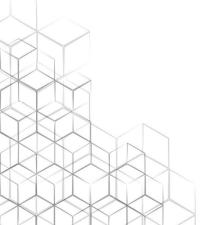ALMATY, KAZAKHSTAN

ABSTRACTS

First International Conference of SU and DKU:
«Teaching Foreign Languages in the Era of Digitalization»

With the advent and intensive development of information and digital technologies, there is a huge need for their application, including in the field of education. The purpose of the First International Conference of SU and DKU was to bring together experts, scientists and practitioners from the Republic of Kazakhstan and other countries to discuss current scientific and applied trends in the use of innovative digital technologies in teaching foreign languages. The objectives of the conference were: to share experiences, to discuss challenges and to find constructive solutions in teaching foreign languages in the era of digitalization; thus, strengthening cooperation and identifying potential areas for joint research.

This online publication contains scientific articles of the conference participants. The works are devoted to the solution of actual problems in the field of teaching English in the era of digitalization.

Digitalization for smarter education

TEACHING FOREIGN LANGUAGES IN THE ERA OF DIGITALIZATION

1st INTERNATIONAL CONFERENCE

24th-25th OCTOBER, 2019
ALMATY, KAZAKHSTAN

ABSTRACTS

CONTENTS

DIGITAL TOOLS FOR ENHANCING FOREIGN LANGUAGE LEARNING AND TEACHING

WORKSHOPS AND MASTER CLASSES

PLENARY

Tatyana Letyaikina
MSc in TESOL, President of the Association of Teachers of English
in Kazakhstan (KazTEA)
Miras University, Shymkent, KAZ
kaztea2014@gmail.com

WEB APPS EMPLOYED IN KAZAKHSTANI CLASSROOMS: OVERVIEW OF KAZTEA CONFERENCES

Digital educational resources have been employed by EFL teachers in Kazakhstan quite recently but with ease and dedication. Various Apps and networks, with their gamification and learning options, assist teachers with assessment of students' knowledge and skills, motivate students to improve their results in English learning and improve their communication skills. Regular implication of webapps in the classroom and outside reveals some positive changes in learning and increasing rate in scoring, which will be shared at the plenary session based on presentations of KazTEA Conferences participants.

Richard Harrison
MA, Dip TEO, BSc, is currently based in Oman,
working as an author, teacher trainer and ELT consultant

21st CENTURY SKILLS: INCORPORATING CRITICAL THINKING INTO AN ACADEMIC SKILLS PROGRAMME

Critical thinking is widely recognised as an important 21st century skill. But what exactly are critical thinking skills and how do we introduce them into language courses? This talk offers two solutions - the implementation of a detailed critical thinking syllabus or the introduction of critical thinking discussion topics and practical activities alongside a language programme.

The talk begins by defining 21st century skills - and briefly outlining the classification of the (twelve) abilities that students need in order to succeed in the age of information. Critical thinking is listed as a learning skill in this classification and as a result its importance has been highlighted in recent years. This interactive talk looks at how we can incorporate this skill into our language programmes.

We are familiar with the main academic language skills: writing, reading, listening, speaking and also study skills. We know how these complex bundle of skills are broken down into separate skills - such as summarising a text, or listening and notetaking - that can be identified and practised, often in isolation. In this way they can be organised into a syllabus and taught systematically as, for example, an academic writing syllabus.

Critical thinking can also be broken down into sub-skills - in much the same way. The presentation identifies these sub-skills and shows how they can be taught systematically, as a critical thinking component, using a structured syllabus supported by teaching materials and coursebooks.

As an alternative approach, where teachers are operating within a less flexible educational system, critical thinking discussion topics and practical activities, perhaps taking as little as five minutes of classroom time, can be fitted into language programmes. These topics and activities include: problem solving, academic values, classifying, the scientific method, avoiding lazy thinking, metacognition ('thinking and about thinking') and separating fact from fiction. This approach will be expanded upon later in the workshop.

Key words: *21st century skills, critical thinking, academic skills, structured syllabus, discussion topics, practical activities, metacognition.*

Vassiliy Serbin
Head of Information System Department,
International Information Technology University, Almaty, KAZ
v.serbin@iitu.kz

INNOVATIVE TEACHING METHODS BASED ON M-LEARNING

The report will examine the relevance of using innovative teaching methods in the system of education, taking into account some current trends and the need to introduce new approaches, such as 'Smart-University'. In particular, the topic of mobile learning (M-Learning) will be described in more detail. The author will share a vision of the advantages and disadvantages of this method. Moreover, the audience will be presented with an overview of a variety of mobile programs and applications, which in practice can make any lesson more interesting and productive.

Key words: *M-Learning, mobile applications in training, innovative teaching methods, QR-codes in education, interactive lecture.*

Martin Curtis
Area manager at Oxford University Press, UAE

PRECISION THROUGH ADAPTIVE TESTING: DESIGNING THE OXFORD TEST OF ENGLISH

The Oxford Test of English is a new online computer-adaptive English proficiency test from Oxford University reporting at CEFR levels B2, B1, and A2. In this session we will be exploring five key principles and concepts central to language assessment and illustrating how these have been implemented in the Oxford Test of English.

The session will take a look at five core language assessment principles, illustrated with reference to the Oxford Test of English. The session will therefore provide an opportunity for attendees to further their knowledge and understanding of key areas of assessment literacy. This will include:

• the concepts of validity and reliability. These will be explored in an interactive activity and will lay the foundation for the rest of the talk

• the concept of a construct. This will illustrate how the construct informs the design of the test

• Validation: This will cover how the difficulty of items in a test are derived, and will include a walk through the differences between sample-dependent and sample-independent test production;

• Computer adaptivity: This will cover the benefits of computer-adaptive tests, including more precise measurement than equivalent paper based tests. The principles of item-banking and selection rules will also be covered.

• Rater reliability. This will cover approaches to ensuring that human marking is reliable, including approaches to training, and ongoing marking quality assurance.

By the end of the session, attendees will not only be familiar with an new option for their language assessment needs, but will have the tools to be able to make informed choices to select language assessments which best suit their needs.

BENEFITS AND IMPLICATIONS OF DIGITALIZING FOREIGN LANGUAGE EDUCATION

Aizhan Kalkayeva
MSc in Finance and Invesment, CELTA
Lecturer of the English Language Department
Satbayev University, Almaty, KAZ
vipkaz@gmail.com

ADVANTAGES AND DISADVANTAGES OF ICT APPLICATION IN ELT

This article is aimed at figuring out possible 'pros' and 'cons' of digitalizing the sphere of the English language teaching (ELT) in higher education and formulating recommendations on its further improvement. To achieve this aim, a two-stage research has been conducted: 1) reviewing and summarizing some available research papers on this topical issue; 2) analyzing the author's own experience of ICT application in ELT at Satbayev University.

The analysis of available papers of recognized researchers on this subject matter has made it possible to systemize all the discussed 'pros' and 'cons' in an allied table of possible advantages and disadvantages.

The main objective of the second stage has been conducting a survey with a group of Satbayev University English language teachers in order to form a comprehensive overview of how ICT is being used in the real ELT practice in the higher education of Kazakhstan. To do so, a detailed questionnaire on the ways of the practical application of various forms of ICT in teaching Elementary and Intermediate level students has been elaborated. 7 teachers of the Elementary English course and 7 instructors of the Business English course have been interviewed. To find out what particular types of ICT and at what stages of the lesson are used to make the lesson more efficient, multiple-choice questions have been covered. Open-ended questions have been focused on collecting respondents' ideas on possible threats and opportunities of the further ICT integration in the educational process.

The findings of the survey have been collated and 'synchronized' with the 'advantages and disadvantages' spreadsheet. Thus, an attempt has been made to measure and evaluate to what extent the current Satbayev University practice of ICT application in ELT coincides with the world's practice. The analysis has been conducted in the form of a SWOT-template, and has made it possible to work out recommendations for the further usage of ICT in ELT.

Key words: *ICT in ELT, ICT in FLT, advantages and disadvantages, high technologies in education, digital English learning.*

Lyudmila Smirnova
Professor of the English Language Department
Satbayev University, Almaty, KAZ
smirnovalyudmila@hotmail.com

CHALLENGES OF USING INTERNET MATERIALS IN THE CLASSROOM

A rapid development of technology influences dramatically all spheres of our life, EFL teaching included. A plethora of materials and resources available for teachers has become amazing. It is not a problem today to find on the Internet lesson plans, handouts, pictures, audios, films on any topic. These opportunities definitely make the teachers' life easier, their lessons more interesting and stimulating, and their students more motivated. At the same time incorporating Internet materials into the classroom creates some problems for the teachers. The report is based on the results of classroom observations conducted at Satbayev University in 2016-2019. These observations show that most of the teachers prefer ready-made materials and the most widely used selection criterion, if not the only, is the topic/theme. The appropriate topic is really important, though every teacher should bear in mind that "no pre-prepared materials can ever meet the needs of any given class precisely" (Allwright). The preparation of materials for the classroom use is a time-consuming process, which should go through the following stages: selection, adaptation, application, reflection and modification. It is also essential that selected texts and language-learning tasks should be looked upon as tools in enhancing teachers' professional knowledge and skills, which in the long run will result in their professional development. All this makes the material design course an indispensable part of the curriculum of any teacher-training institution.

Key words: *Internet materials, selection, preparation process, professional development*

Gulzhaina Bakirova
MA, tutor of the English Language Department
Satbayev University, Almaty, KAZ
gulzhaina_90@mail.ru

BOOSTING STUDENTS` COLLABORATION AND MOTIVATION THROUGH DIGITAL TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

The development of digital technologies in education, on the one hand, opens up new opportunities. Edtech trends have been emerging year by year, paving the way for new learning experiences and providing innovative approaches to achieve core goals of education. But, on the other hand, these trends pose new challenges as well. Today`s digital generation, also known as "Generation Z", who are born in the time of digitalization prefers to be taught by using new technologies, particularly by applying web-based games and e-tools in a fun-filled and non-stressful atmosphere, since many of them first learned to handle a tablet or a smartphone, and the internet has become an inseparable part of their lives. Therefore, there is a need to supplement lessons with versatile digital tools that help to create an environment of competition, challenge, collaboration and fun. The internet offers teachers different kinds of online tools and games for educational purposes, and foreign language teaching is not an exception. However, not all of them can meet the requirements of the learning process and correspond to the levels and interests of students. To evaluate the potential of using digital education tools, which teachers can employ to foster students` collaboration and motivation in an English language teaching (ELT) classroom, recent research papers have been reviewed. In addition, action research method along with a student survey have been conducted. Finally, the author`s experience in implementing new technologies, such as digital game-based language learning (DGBLL) and mobile-assisted language learning (MALL) tools for beginner (A1) and business (B2) level students have been summarized.

Key words: *English language teaching, Digital Game-Based Language Learning tools, mobile applications, action research, motivation, collaboration.*

Guldana Imankenova
MA TESOL, English teacher
Nazarbayev Intellectual School of Biology and Chemistry, Aktau, KAZ
guldana.imankenova@gmail.com

THE PROBLEM-BASED LEARNING METHOD INTEGRATED WITH TECHNOLOGY IN EFL TEACHING

One of the key roles of education is to prepare future generation to be able to engage effectively in facing and solving real-world challenges and questions. As for the teachers, our role is to design learning activities that will require our students to use the skills to solve those problems and think in innovative ways. These skills are the requirements of Problem-Based Learning (PBL) approach that are identified as one of the 21st Century Learning Design skills among other six to be acquired.

To put this into practice, there is urgent need for ICT to integrate with English for the effective use of the methods of PBL. So how does PBL work and how can technology be integrated? There are several stages to PBL which are: 1) problem setting, 2) identifying prior knowledge and gaps, 3) formulate questions or problem statement, 4) self-directed learning, 5) application of knowledge, 6) evaluation of solutions, 7) present single solution, and 8) reflection (the framework is retrieved from Microsoft in Education website). The stage starts with the teacher introducing an 'ill-defined' problem to learners followed by other stages in a cycle. For the seventh, 'presenting single solution' stage there are a variety of Microsoft tools and applications such as Minecraft Education Edition, Flipgrid (video-based social learning platform), OneNote, SWAY and many others which can be applied. Minecraft Education Edition is one of the greatest tools that can be used to develop all of those 21st Century Learning Skills and importantly, higher order thinking skills. In addition to this, students learn English simultaneously by using the language while creating solutions and speak on it. Finally, using technology and finding solutions to the problems motivate learners intrinsically and keep them curious about their surrounding environment.

Key words: Problem-Based Learning, Information Communication Technologies.

Anna Kalizhanova
"Bolashaq" academy, Karagandy, KAZ
anna.kalizhanova2017@gmail.com
Raisa Ilisheva
Candidate of Sciences, docent,
Dean of the faculty at Bashkir State University, Ufa, RUS
r-hakimovna@yandex.ru

THE EXPERIENCE OF INTRODUCING DIGITAL TECHNOLOGIES IN THE EDUCATIONAL ECOSYSTEM OF «BOLASHAQ» ACADEMY

Introducing a web-platform Trello in the educational ecosystem of "Bolashaq" Academy started in 2016-2017 academic year thanks to the initiative of two professors of the Department of Foreign Languages and Intercultural Communication and involved 45 full-time students. In 2017-2018 academic year, 65 part-time and full-time students and 4 professors were working on Trello Board. In 2018-2019, all teachers and professors of the Department of Foreign Languages and Intercultural Communication began to use Trello in teaching their academic subjects for all types of learners. In particular, such forms of work as self-work with and without the teacher, organized on Trello, appeared mandatory for them.

For the start of 2019-2020? A web-platform Trello fully covered all types of learners' needs in the communication with the professors and teachers of the Department of Foreign languages and Intercultural Communication. The latter have already developed and placed on Trello the educational resources for such disciplines as "Basics of the Theory of the Language Learned," "Fundamental intercultural Communication," "English for Special Purposes (all levels)," "Basic Foreign Language (all levels)," "Linguistic and Cultural Studies (basic foreign language)," etc.

There has been a positive development towards both students and professors' attitude to the use of Trello Board. The first two academic years, a majority of students rejected such an innovation for the impossibility to address to the absence of necessary information or missed classes. Alternatively, last two years. The level of approval of using Trello increased significantly between both involved parties. The last survey among 1st and 2nd grades full-time students showed that 77.8% respondents prefer to interact with their teachers not only face-to-face but also by the web-platform Trello, compared to 11.1% students, who would like to communicate face-to-face only.

Keywords: *Trello Board, web-platform, educational ecosystem, educational resources, part-time and full-time students, distant learners.*

Nurgul Karybekova
Candidate of Sciences
Kyrgyz-Turkish Manas University, KGZ
nurgul.karybekova@manas.edu.kg
Gulnura Dzhumalieva
Doctor of Sciences
Kyrgyz-Turkish Manas University, KGZ
gulnur.jumalieva@manas.edu.kg

THE USE OF DIGITAL TECHNOLOGIES AND LITERATURE IN ENGLISH CLASSROOM

The introduction of digital technologies in teaching English means a qualitative change in Higher Educational Curriculum and provision of new educational opportunities for students. Today most of the higher educational institutions in Kyrgyzstan use innovative technologies to follow the current trend of the Digital Era. So they have a great influence on integration of technology- enhanced learning approaches in teaching English as well. Nowadays English teachers try to adapt classical teaching approaches to innovative ones to motivate digital age learners, improve their language skills and develop digital leadership competency to make themselves competitive in the future job market. The aim of the present paper is to study new effective approaches in teaching literary texts in the English classroom. For the implementation of the aim the following objectives are set: 1) to study the role of digital technologies in teaching literary texts in the English classroom, 2) to increase effectiveness of the course through integration of innovative approaches in the English classroom, 3) evaluation of impact of digital technologies on English learners. The ideas presented in the paper will serve a motivating factor for English teachers to integrate digital technology as an effective tool in teaching EFL.

Keywords: digital technologies, educational transformation, literature, digital competency, motivation.

Anna Kalizhanova
"Bolashaq" academy, Karagandy, KAZ
anna.kalizhanova2017@gmail.com
Madina Turakova
"Bolashaq" academy, Karagandy, KAZ
madina.turakova@mail.ru

AN EFFECTIVE DIGITAL APPROACH TO ENGLISH GRAMMAR TEACHING

Both English language teachers and learners are trying to discover the most convenient and fast ways of grammar acquisition. Using digital technologies in language education provide such great opportunities through websites, chats, social media, and CD-ROMs. In all, digitalization has been well established in foreign language education: students work independently on the designed program and regularly send the reports to their teachers via email or the internet. Such an educational form becomes popular among busy people with a tight work schedule for its ability to make learners dive into the educational environment by watching or listening to the lectures, doing various tasks, addressing issues to teachers and chatting with peers by the network connection.

The choice of the only one the most comfortable form evokes many of arguments among both learners and teachers regarding the technology involved, economic aspects, the target audience, learners' support, the duration, the possibility of online consultation, and the appropriateness of creating up-to-date material. However, a major number of educators agree on the necessity of timely reacting on their learners' needs; so the role of interaction with the students is difficult to overestimate.

Our experience of foreign language grammar teaching allows stating that the most effective interaction occurs only if it focuses on quality, not quantity. To wit, mentoring is better than just transmitting information. At the same time, learner-content approach is also crucial for its huge role of building students' autonomy. Thus, reinforcing the knowledge of grammar, learned individually, just 15 minutes as a daily conversation with a student makes one maintain motivation and avoid burnout, feel a systematic approach and enough repetition that lead to effective memorization of the material. Such a grammar-oriented daily talk happens by phone; and, consequently, does not demand huge expenses or big staff.

Keywords: *digital approach, teaching grammar, learner-instructor, learner-content, autonomy.*

Olga Bainova
MA TESOL, PhD Student, Graduate School of Education
Nazarbayev University, Nur-Sultan, KAZ
olga.bainova@nu.edu.kz

FLIPPED CLASSROOM AS AN INNOVATIVE TEACHING APPROACH IN KAZAKHSTAN HIGHER EDUCATION: A LITERATURE REVIEW

Today, the innovations in education get spread quickly under the influence of internationalization and frame the need to change. The process of teaching and learning is affected as well, and as a result it requires the development and/or adoption of new methodologies and pedagogies. Another reason to innovate these methodologies in higher education is the urgency to shift from the teacher-centered lecture-based instruction to the learner-centered meaningful practice-based learning. In this context, many innovative teaching approaches are being introduced in higher education where they are either successfully integrated or rejected. One of the successful examples is the flipped classroom model (FC) used in higher education in many countries worldwide, which however has not gained an immense popularity in Kazakhstan yet, but has been introduced by some faculty members at different universities. Therefore, the focus of this study is the process of the FC integration as an example of an innovative teaching approach in higher education.
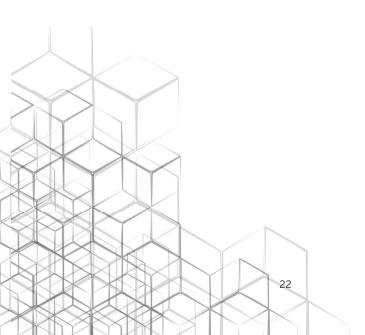
The literature review is an integral part of any study because it is essential to analyze the previous research and theories. This literature review aims to understand what the FC implies and identify the gap in this field which may be further researched. First, it discloses the concept of innovation in general and innovative teaching approaches in particular, followed by the reasons and processes involved in the innovation integration. The following section is devoted to the FC and its research. The definitions of this concept from different researchers are analyzed; the thorough comparison of the FC and the traditional lecture-based instruction is done including the analysis of the benefits and challenges of both. Finally, the research on the FC in higher education is described in terms of major areas, countries, methodologies, and participants in order to reveal the gaps and the preliminary focus for further studies, especially in Kazakhstan.

Keywords: *flipped classroom, technological innovation, pedagogical innovation, higher education.*

Yerkinai Yelubay
MA, IITU, Almaty, KAZ
y.yelubay@iitu.kz

DIGITAL COMPETENCE IN TEACHER EDUCATION

Our society and economy have been totally changed than it was many years ago and we are living with advanced digital technologies in digitalized society. Since digital competence has become one of the eight key competences for lifelong learning, it became very urgent issue to train current and future teachers to be digitally competent in Higher Institutional Organizations. In line with this, to provide the digitalized society with knowledgeable, high-quality, digitally competent workforce, it is very essential to understand the structure, develop and define the concept of 'teachers' digital competence' in educational sphere. To address this issue, this paper examines, reviews, studies defining the concept 'digital competence' and discusses digital competence and studies aimed at developing digital competence in teacher education.

Keywords: competence, digital competence, digital literacy, digital technology, pedagogical digital competence, development of teachers' digital competence, teacher education, building teachers' digital competence.

Zhamilya Kakimova
Master of Pedagogic Sciences
Lecturer of the English Language Department
Satbayev University, Almaty, KAZ
zhamilyakakimovak@gmail.com

CHALLENGES IN TEACHING DIGITAL NATIVES ON AN EXAMPLE OF SATBAYEV UNIVERSITY

Technological development over the past two decades has affected all aspects of human life significantly. Conventional education is not an exception. Recent studies have shown that the traditional teaching approaches and methods are no longer effective in dealing with "digital natives" – learners for future generations, i.e. a generation of young people born into the digital age, intrinsically technology-savvy (M. Prensky, 2001). In this situation, it is obvious that there are challenges educators have to face in teaching "digital natives".

The present paper deals with highlighting the differences in the perception of teaching and learning processes by "digital natives" and "digital immigrants". In order to collect data, the survey has been carried out among two target groups including (1) the first and fourth year EFL students and (2) the teaching staff of the English Language Department of Satbayev University. Survey results have been analyzed and made it possible to generalize major characteristics of "digital natives" and "digital immigrants".

Key words: *digital natives, digital immigrants, digital competence, digital fluency, EFL teaching and learning.*

Aliya Abenova
English teacher, Nazarbayev Intellectual School
Taldykorgan, KAZ
a.abenova2012@yandex.kz

**EXPLORING A NEW ROLE FOR TEACHERS:
TEACHING DIGITAL NATIVES**

This article reveals the importance of the teacher's role in today's fast-paced world. Firstly, in connection with the advent of new technologies, teaching methods and approaches are changing. Therefore, the mastery of teachers by implementing them will contribute to better and more meaningful students' learning.

In addition, the article discusses the characteristics of the current generation, which is defined as generation Z. This generation requires the application and implementation of completely different forms of work, types of assessment in the lesson. "As the first global generation ever, the Net Geners are smarter, quicker, and more tolerant of diversity than their predecessors" - Don Tapscott in Grown up Digital: How the Net Generation is changing the world.

Learners are distinguished by such qualities as mobility, sociability, digital literacy. This competency is considered as twenty - first century skill young people will need to succeed in a digital future.

In addition, one of the purpose of the article introduces educators how to organize the learning process in such a way as to engage all students in the learning process. It is very important to consider their needs.

To do this, teachers must understand what students expect from school. For example, modern students are not interested in lessons such as lectures. They want their opinions to be respected and accepted without judgment. They also prefer to work on projects in a group or in tandem with classmates. It is important for them to make independent decisions and separation of control. And an important point, students prefer work that is somehow related to their preferences and interests.

This article discusses ways to motivate students, involving them in project activities. And no less interesting point concerns digital tools for teaching including various groups of learners from the primary to high school students.

Key words: *digital generation, learners' characteristics, facilitator, digital tools.*

Raushan Nassyrova
MA TESOL, Lecturer of the English Language Department
Satbayev University, KAZ
raushananassyrova@gmail.com

TEACHER DIGITAL FLUENCY AS A NEW COMPETENCE FOR FOREIGN LANGUAGE TEACHING

This paper deals with a case study research focusing on digital fluency as a new competence for teaching English in the context of higher education. The research data are obtained via an anonymous survey having as its main objective the investigation of Satbayev University in-service EFL teachers' perceptions and attitudes to the relevance of digital fluency on the one hand, and the pedagogical use of new digital technologies for foreign language teaching and learning on the other. Teachers' decision-making practices in applying technological tools in an educational setting have been investigated. The survey analysis has revealed that digital fluency is viewed as one of the necessary, as well as demanded competences, and it is widely applied in teaching
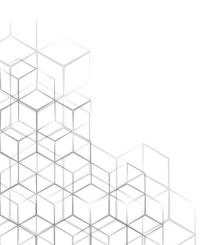
Keywords: *digital fluency; digital competence; TALL; foreign language; English language.*

Erik Sootla
MA, Director «e-Learning Lab»
Narxoz, Almaty, KAZ
erik.sootla@narxoz.kz

USING FLIPPED CLASSROOM IN TRAINING: A CASE

From the beginning of 2019 my team is doing trainings entitled «Teaching to make good instructional videos». The training is blended, i.e. learning is both online and face-to-face once a week. We've ran the training for two times before we understood how to optimally use the flipped classroom methodology. In particular, we've understood that although our clients have paid for the training, they were still not enough motivated to learn independently, without guidance. Thus, we use flipped classroom - it's a guarantee that our clients are actually achieving the learning outcomes.

Key words: *Flipped classroom, blended learning, trainings, instructional videos».*

Karina Narymbetova,
Senior Lecturer, Candidate of Sciences
Associate Dean, College of Humanities and Education
KIMEP, Almaty, KAZ
nkarina@kimep.kz
Yelena Babeshko
KIMEP, Almaty, KAZ

CREATING DIGITAL LEARNING OPPORTUNITIES IN EFL CLASSROOM

The popularity of digital media among learners encourages English language teachers to integrate social network sites (SNS) into educational processes. The study explores the use of Instagram and ways how it could be integrated into a classroom to improve students' writing skills in Academic English courses. Surveys of teachers and students as well as and semi-structured interviews were analyzed to gain insight into their perceptions of use of social media in developing language skills, as well as how social media could be used in the EFL classroom.

Keywords: digitizing teaching, EFL classroom, academic writing, social network sites.
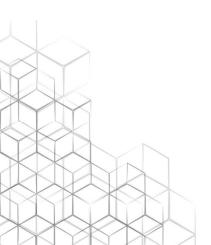
Doniyor Alibekov
Teacher, Turin Polytechnic University in Tashkent, UZB
a_doniyor@mail.ru

MAIN PRINCIPLES OF DISTANCE
LEARNING IN DIGITALIZATION ERA

This article discusses characteristic peculiarities of distance learning and its main principles in modern educational process where digitation has become an inseparable part of teaching process. Moreover, specific features of the use of modern technologies in organization of distance learning will be analyzed in this work.

Key words: ICT, teaching methodology, digitations, digitalization era, distance learning, principle.

DIGITAL TOOLS FOR ENHANCING FOREIGN LANGUAGE LEARNING AND TEACHING

Dinara Karimova
MEd, MAFL, Senior Lecturer
KIMEP University, Almaty, KAZ
karimova@kimep.kz

EUROPASS AND E-PORTFOLIOS

EuroPass, or the Europass Language Passport is a standardized, e-template for presenting one's own language skills, which is based on the Common European Framework of Reference for Languages. It is a self-assessment tool, in which a person can document his or her language knowledge, linguistic and intercultural experiences, and obtained certificates. EuroPass can be attached to an online teaching (or learning) portfolio and/or embedded in a professional CV.

Electronic portfolios (e-Portfolios) can be created by both teachers and students in order to demonstrate their teaching or learning knowledge, experiences, and skills. These portfolios may include such evidence as input text, electronic files, images, and other entries. They can be maintained dynamically and used for various teaching and learning purposes.

Keywords: *European language passport, electronic portfolio, teaching, learning.*

Yelena Zhacheva
Senior teacher
University of international Business (UIB), Almaty, KAZ
zhacheva.e@uib.kz

VIDEO GAMES AS AN EDUCATIONAL TOOL

My paper concerns massively multiplayer online role-playing games (MMORPGs) as the valuable formations of gaming spaces for language learning, since they provide access to contexts and types of interaction that are held to be beneficial in foreign language acquisition research. This paper describes and explores claims made regarding their value as environments for language learning. In this paper I describe a future study that will investigate the interaction and attitudes of Kazakhstan English as a foreign language learners who participated in MMORPG-based game play. The paper tries to look at the process of language acquisition through video gaming from the point of view of language in use, as such communities have a good potential of promoting the informal language production and learning. The paper provides a look at how communicative competence of a foreign language is being formed in the gaming world and tries to review what language acquisition processes occur during the gaming sessions. The main focus of my paper is identification of the purpose of language producing in the gaming community and to see the extent of language acquisition, that occurs in the gaming space In other words, it concerns the process of language acquisition in the video gaming space.

Keywords: *language acquisition, digital gaming, interaction, MMORPG, language in use.*

Kristofer Dimitriou
Assistant Professor
KIMEP University, Almaty, KAZ
k.dimitriou@kimep.kz

USING A MOBILE PHONE APP TO TEACH LECTURE SKILLS AND INCREASE ENGAGEMENT

Teaching lecture skills (i.e. note-taking, etc.) to first-year undergraduates requires technology. Youtube might replace a live lecture quite well. However, it does not necessarily improve engagement in the lecture skills lesson. These skills of lecture comprehension (hearing, interpreting, recognising), and taking notes, which they must do simultaneously, are what we try to impart to students. That students do so in a foreign language is a great cognitive challenge, and has benefits for the entire duration of their studies. Nevertheless, students' engagement, and desire to learn, is not always forthcoming. Perhaps technology can also improve students' desire to study harder. One reason to study harder is the challenging skill of the comprehension of lecture content, one of the most important for university students. We have tested this traditionally, through the use of our coursebook (Lynch, 2004), and other audio-visual media, with the aid of paper-based, long-answer quizzes. An alternative to this is a mobile phone app (Kahoot) that allows for online comprehension quizzes using a multiple-choice (MC) question framework (Hughes, 1989). MC, while providing simple marking, hides many pedagogical and assessment pitfalls. However, the app also provides many benefits, like a full data set of results for teachers, and immediate feedback to students, including the correct answers. It also provides a game atmosphere, time limits, and competitive ranking. This technology study assessed students' results, their qualitative perceptions of the app, and its effect on their engagement, confidence and desire to learn. It is clear that this app makes the process of learning lecture skills considerably more interesting, and seems to increase engagement.

Keywords: *lecture skills, testing, mobile app, engagement.*

Laila Duiseyeva
MA, Lecturer of the English Language Department
Satbayev University, KAZ
duyseeval@mail.ru

HOW EFFECTIVELY A FOREIGN LANGUAGE CAN BE LEARNED ONLINE

In the XXI century learning languages online has become popular and even commonly used in English Language Teaching as well as in other areas of education. Online learning is believed to support students' language learning effectiveness. However, the effectiveness of such method of learning languages is closely related to the conditions in the local context. Therefore, this article deals with the problems and challenges of learning English online referring mainly to the results of the learners' surveys.

Keywords: online learning, learning foreign languages, effectiveness, student survey.

Dinara Akmurzina
Interpreter, MA IR, KATCO LLP JV,
Kostanay, KAZ
d.akmurzina@sorbonne.kz

CONTINUOUS RECEPTIVE EFL SKILLS IMPROVEMENT VIA DIGITAL TECHNOLOGIES

The paper is aimed at examining the effect of using digital technologies in developing reading and listening skills of EFL intermediate and upper-intermediate level learners. The study has included quasi-experiment where learners could try out different websites and mobile applications to improve their receptive skills. In order to conduct this trial, materials from different sources and online EFL courses have been collected. 20 intermediate and upper-intermediate level students have participated in the experiment. The course under discussion consists of vocabulary, listening, reading and consolidation tasks. Observation and descriptive analysis have been used as research methods. Study tools include British Council Learn English Adults, VOA Learning English, Breaking News websites; Kahoot!, Quizlet and Podcasts Player mobile applications; as well as WhatsApp, Skype and Telegram social networking sites. Observations, pre-trial / post-trial diagnostic test results and learner feedback have served as the basis for conclusions and recommendations for further actions in improving student skills via digital technologies.

Key words: *digital technologies (mobile applications, websites, social networking sites), EFL, listening and reading skills, online learning, intermediate and upper-intermediate level learners.*

Zamirgul Kazakbaeva
PhD, Associate Professor, Kyrgyz-Turkish University Manas, KGZ
zamirgul@gmail.com
Aida Moldalieva, Askar Duishenaliev
Kyrgyz-Turkish University Manas, KGZ

USING MULTIMEDIA TECHNOLOGY IN ENGLISH LESSONS

Modern training tools based on media technologies can have unique properties and visual functions that can change the entire learning process. Digital educational resources allow you to combine a huge number of visual, audial, conventional graphics, video and animated materials.

The development of digital technology at the present stage allows the teacher to create multimedia materials independently, using a computer and special software. One of the types of such materials is video tutorials. Teachers can use video tutorials to explain a new material, repeat and reinforce it, and test knowledge.

The article identifies the possibilities of practical application of multimedia technologies in the modern educational process; determines the role of video tutorials as a type of multimedia technology; demonstrates a simple and accessible tool of creating an educational video for students; defines the methods of using videos with the maximum benefit for students; identifies ways of developing and using educational videos; analyzes the positive and negative aspects of using video lessons in the educational process.

Using the theme "The verb to be. Pronouns, Negation in English" developed at the Computer engineering department of the Kyrgyz-Turkish Manas University as an example, the authors share their experience in creating a video tutorial: demonstrate step-by-step tutorial on creating a video, describing the production process of educational videos - from script to recording.

The use of multimedia technologies in the educational process allows us to move from a passive to an active way of implementing educational activities, in which the student is the main participant in the learning process. ICTs provide an opportunity to create your own fund of demonstration materials that can develop students' logical and imaginative thinking, use different types of attention. New information technologies make learning a fascinating process, with elements of the game; contribute to the development of research skills of students. The teacher has additional incentives to move away from the traditional reproductive model of teaching in favor of research, design techniques.

Keywords: *multimedia technologies, video tutorial, technical equipment, computer graphics; modeling; animation.*

Henk Frencken
Senior Educational Adviser
ICLON, Leiden University, Leiden, NLD
henkfrencken@gmail.com
Anar Ibrayeva
PhD, Dean
School of Liberal Arts, M.Narikbayev KAZGUU University, Nur-Sultan, KAZ
a_ibrayeva@kazguu.kz
Dinara Dauletbayeva
MSc in Educational Leadership
Coordinator of English Language Department
M.Narikbayev KAZGUU University, Nur-Sultan, KAZ
d_dauletbayeva@kazguu.kz

APPLICATION OF TPACK MODEL IN DEVELOPING AUTONOMOUS LANGUAGE LEARNING

Information and Communication Technologies (ICTs) play an increasingly important role in the classroom, promoting language learning in a more engaging way and providing opportunities for students to acquire language skills autonomously. English language instructors cannot deny the fact that 'Computer-assisted language learning' and 'Technology-enhanced language learning' have become an indispensable tool in motivating students to learn a foreign language. This paper is aimed to illustrate how a broad range of commonly available ICT techniques in the classroom can help in various ways to develop speaking and listening skills.

Using a narrative inquiry method, language instructors share their personal experience in which a first year biology teacher training students in their second month at the University succeeded in significantly improving their language skills and overcoming their 'fear to speak'. Despite students' initially very low level of English, after five lessons of three hours each, the students showed their ability to record small educational videos in English, prepare lessons, using several ICT tools and conduct and evaluate these lessons with their peers, in the English language. The so called TPACK model (Technology, Pedagogy, and Content Knowledge) was a cornerstone for this approach. Cell phones, WhatsApp, Youtube and various other devices and applications were creatively used to reach the desired results.

Key words: *ICTs, TPACK model, autonomous learning.*

Yulia Smirnova
Candidate of Sciences, Docent
AUEC, Almaty, KAZ
aues@tut.by
Kenzhe Zhekeyeva
Candidate of Sciences, Docent
AUEC, Almaty, KAZ
kenzhe_2000@mail.ru

DIGITAL STORYTELLING IN THE PROCESS OF LANGUAGE LEARNING IN A TECHNICAL UNIVERSITY

The process of teaching languages at the C1 level (level of professional proficiency) involves creative work of students to create their own texts. This is a complex intellectual kind of work. In order to overcome routine moments, students can be offered work in the format of a digital story (digital storytelling). Digital storytelling is a new format for presenting information: videos, infographics, photos and animations are compiled into a single file, combined with a single theme and have a verbal accompaniment. Today on the Internet there are many tools that allow you to prepare a digital story: ZooBurst, StoryBird, UtellStory, ACMI Storyboard Generator, StoryJumper, etc. This type of work makes it possible to study the subject independently, making the learning process dynamic and interactive; forms critical thinking skills, helps to think about the topic deeper. The skill of logical reasoning and persuasive argumentation is formed, especially the creation of scripts and text editing develop these skills. Digital storytelling encourages the improvement of creative writing skills, as many do not consider themselves capable of writing, or are intimidated by the need to put their thoughts in writing, and when writing, reviewing and editing scripts for digital stories, this process becomes natural and enjoyable, with the skills of self-checking and correcting texts instead of amending according to the instructions of the teacher or the requirements for a certain assessment. Digital storytelling gives them an opportunity to speak out, to form their own point of view and attitude to the material they are studying, to express their opinion more fully; many people note that the exchange of digital stories takes place for them in a less stressful environment than reading aloud the texts they have written. In addition, digital storytelling improves learning. Storytelling naturally develops the skills to speak in public, discuss various topics, photographs and films. The ability to create develops, new approaches to understanding and ordering of the material are mastered. In addition, working on digital storytelling shapes digital literacy.

Key words: *digital story, C1 level, Russian, Kazakh.*

Damira Jantassova
Candidate of Sciences, Associate Professor
Head of Foreign Languages Department
Karaganda State Technical University (KSTU), Karagandy, KAZ
damira.jantassova@gmail.com
Dinara Akhmetova
Master of Education, Senior Teacher
Karaganda State Technical University (KSTU), Karagandy, KAZ
akhmetodi@rambler.ru
Tamara Udartseva
Master of Education, Senior Teacher
Karaganda State Technical University (KSTU), Karagandy, KAZ
tamaraud@mail.ru

DIGITAL PLATFORMS POSSIBILITIES IN FOREIGN LANGUAGE TEACHING

Modern information and communication technologies development is forcing modern foreign language teachers to create learning environment meeting the requirements of modern realities in educational process. One of the reasons for content updating of educational material is integration of a modern student in the field of ICT. In learning process of foreign language, for students it is not enough to take passive part in learning, each of them should become an active participant in learning process. Electronic devices available for continuous and universal information can and should become an effective tool in foreign language study and teaching. Today, for teacher, as well as for students, a wide range of digital tools is available for effective organization of educational process. According to listed above, the article studies didactic capabilities of digital platforms in foreign language the teaching process. Digital platforms are the tools that allows for active interaction between teacher and student in the digital space: to share information, to take an active part in discussion, online check of knowledge on studied material, and to track student academic progress. The article will consider basic didactic capabilities of digital platforms in the process of foreign language teaching.

Keywords: modern information and communication technologies, digital platform, Edmodo, learning tools.

Ainur Soltangazina
MA TESOL, English Language Instructor
Kazakh-German University (DKU), Almaty, KAZ
soltangasina@dku.kz
Saida Velyamova
MA TESOL, English Language Instructor
Kazakh-German University (DKU), Almaty, KAZ
velyamova@dku.kz

INTEGRATION OF MOODLE INTO EDUCATIONAL PROCESS: CASE STUDY OF INSTITUTE OF LANGUAGE TRAINING AND CERTIFICATION

Moodle platform is a commonly used instrument in higher education in Kazakhstan. It has been introduced in Kazakh-German University (DKU) since 2012. The aim of the research is to describe the experience of implementing Moodle in the study process by language teachers. The main objective is to find out the perceptions of teachers about Moodle platform. The investigation has been conducted through a questionnaire among language teachers. Based on the findings of the research recommendations have been made for further study and the improvement of its use in the educational process.

Key words: *blended learning, E-moderating model, Virtual Learning Environment (VLE), challenges.*

Meruyert Sissenbayeva
Master of Pedagogic Sciences, Senior Teacher
Kazakh-German University (DKU), Almaty, KAZ
meruert_k@inbox.ru

METHODS OF LANGUAGE CULTURE FORMATION THROUGH INDEPENDENT WORK

In the methodology of language teaching, the subject of the research was the question of what independent work of a student in the education system is, what its forms are, how to organize independent work. In the works of scientists such as S. I. Arkhangelsky, S. I. Zinoviev, R. A. Nizamov, N. D. Nikandrov, V. A. Slastenin, R. E. Sarsekeev, S. G. Tazhibaev, H. Suleimenov, T. Akhmetov many new concepts concerning independent work were said.

In the Address of the first President of the Republic of Kazakhstan N. A. Nazarbayev «let's build the future together»: «we must continue the modernization of education. ...We must ensure a new level of development of University education and science,» he stressed.

In the educational process, improved or out of use methods and techniques, in accordance with the requirements of the time. After learning each position in the language tool», students using the example of words, articles, words to understand all the tasks that need to be decomposed into the rules of the students, must be decomposed in two directions: habituation, test. Students who have worked several times in this form, learn to find the right words and distinguish them. In order to check the results of habituation, a test is carried out. Only after students have fully mastered one rule, they move on to the next rule. In this case, the teacher must present proposals or correct preposition examples in the book.

The methods described in the article contribute to the improvement of the student's linguistic and cultural competence. It promotes the free assimilation of the given material by the student, the development of independent thinking, creative performance of tasks, the formation of educational skills and abilities. It helps students-guardians of the studied language to become deeply acquainted with the spiritual values of the nation, to expand their world with new knowledge, new knowledge, to develop personal values. Rational methods make them contribute to the development of the spiritual treasures of the Kazakh nation. Thanks to the strong power of the language, he gets acquainted with the spiritual and cultural values of the Kazakh people and understands it. Possesses skills and knowledge of practical application of the gained knowledge by means of the Kazakh language.

Key words: *independent work, language competence, methods, values, skills, ownership, independent thinking.*

Tatyana Sundukova
Candidate of Sciences, Docent
Tula State Lev Tolstoy Pedagogical Univesity, Tula, RUS
sto-ata@yandex.ru

THE ROLE OF MOBILE APPS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Currently, hardly any of the young people can imagine life without mobile technologies. They use them every day, including when learning foreign languages. Such learning, supported by mobile devices, is called mobile learning, which is particularly beneficial because of the unique features of mobile applications (such as interactivity, ubiquity and mobility), as well as support and feedback from teachers. The purpose of this review study is to examine original, scientific research over the past few years and determine whether the mobile applications used in learning English as a foreign language are useful and / or effective. The methods are based on a review of literature from available sources found on the subject of the study in recognized databases such as Web of Science and Scopus. The results show that mobile learning is becoming an important feature of education, as it is a great opportunity to learn foreign languages. Its main advantages are: enhancing the cognitive abilities of the student, motivating the student to learn in both formal and informal settings, self-reliance and confidence of the student, and promoting personalized learning by helping students with low academic achievement achieve their learning goals. Although mobile learning generally seems to be effective, it is advisable to design, plan and implement it with care according to the needs of the learners, as well as to provide multiple language skills in an authentic learning environment.

Key words: *mobile applications; mobile learning; learning English as a foreign language; features of use; benefits.*

WORKSHOPS
and
MASTER CLASSES

Richard Harrison
MA, Dip TEO, BSc, is currently based in Oman,
working as an author, teacher trainer and ELT consultant

PLANNING CRITICAL THINKING ACTIVITIES
AND DISCUSSION TOPICS

Where teachers are operating within an existing language programme, introducing critical thinking skills into the programme can be difficult to arrange. This workshop presents a number of practical activities and discussion topics, perhaps taking as little as five minutes of classroom time, that can be fitted into such language programmes. Practical critical thinking activities include: problem solving, puzzles and riddles, building classifications, creative thinking, separating fact from fiction, deciding what is relevant, checking facts, asking questions, being careful with words, analysing data, brainstorming and using evidence. Discussion topics include the scientific method, academic values, avoiding plagiarism, lazy thinking and metacognition ('thinking and about thinking'). The use of easily available resources for such activities and discussions, such as advertisements, video clips and newspaper articles, will be demonstrated.

Tatyana Letyaikina
MSc in TESOL, President of the Association of Teachers of English
in Kazakhstan (KazTEA)
Miras University, Shymkent, KAZ
kaztea2014@gmail.com

STUDENTS' LANGUAGE COMPETENCE VIA CORPUS LINGUISTICS

Teaching with Corpus linguistics app should drastically raise students' awareness of two aspects of vocabulary knowledge: contextual meaning, collocation and functional use of a word, compared to rotten memorization and translation methods that are in use at STEM EFL classes at present time. At the workshop graded instructions with various options of the app will be demonstrated to practice word aspects in face-to-face and self-learning.

Azat Shaueyev
Dırector, Charity Fund «State Language Development Fund
Nur-Sultan, KAZ
info@qazaq-found.kz

INTERNET PORTAL FOR LEARNING
THE KAZAKH LANGUAGE ONLINE

"Soyle.kz" is an online Kazakh language course, the first free project created by the State Language Development Fund, with the support of the First President Foundation, Samruk-Kazyna JSC and Samsung Electronics. To date, the portal has no analogues in the world. An English-Latin version has been created. A modern approach to the study of the Kazakh language. Online training is a fairly effective teaching methodology. At the disposal are traditional and successfully proven methods and tools for a comprehensive study of the language. The communicative principle of presentation of grammatical material. Learning the grammatical forms and words of the Kazakh language takes place in a dialogue form that mimics everyday situations.
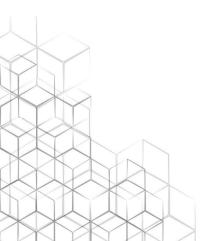
Kamila Beibitbayeva
Head of ELT Promotions
InterPress International House, Almaty, KAZ
promo@interpress.kz

CREATING INTERACTIVE ELT ACTIVITIES

Most classrooms are equipped with interactive whiteboards nowadays but not all teachers can exploit them fully.

In this session we will consider different ways of creating and using interactive and fun ELT activities with different software.

Yelena Zagorulina
EFL Teacher
Linguagrad Language Academy, Pavlodar, KAZ
zagorulina.pavlodar@yandex.ru

ZOOM AS A VIRTUAL CLASSROOM TOOL

The aim of the workshop is to acquaint EFL teachers with new application used for interactive online-learning process. Zoom application - a much more effective yet not well-known alternative to Skype. There is a wide range of functions in the app such as in-built video recording, interactive whiteboard with plenty of tools, group and individual chat and others.

The demand for online education has increased dramatically over past few years due to its accessibility. However, there are both students and teachers who find online classes difficult or plain due to the lack of resources they use or inconvenient applications. The solution for this issue will be presented at the workshop in order to help teachers conduct effective classes online and use their potential to the fullest. The workshop is suitable for both in-service and pre-service teachers of all levels.

By the end of the session, the attendees will have:
- Been presented the application and its features
- Created the account and practiced using the application themselves
- Designed a lesson plan using the interactive features of Zoom

Keywords: Zoom application; apps for teaching; online teaching; teaching tools; digital earning; digital literacy.

Anna Tonkikh
MPhil in Education, DELTA, Director of Studies
Linguagrad Language Academy Private Language School
Pavlodar, KAZ
tonkikh_pvl@yahoo.com

**FOSTERING LEARNER AUTONOMY
THROUGH BYOD PRACTICES**

Autonomous learning is frequently described as paramount in life-long learning and is listed as one of the key competences for the 21st century. Indeed, learner autonomy has a significant role in personal and professional development. This is especially relevant in the modern classroom where its development can arguably be facilitated with mobile technologies as they are widely available.

Moreover, today's language learners experience can be empowered by mobile devices and learner autonomy is fostered through carefully designed tasks and the Bring Your Own Device (BYOD) practices. Our tech-savvy students navigate naturally in this digital world, so teachers should take advantage of this and gradually develop this savviness into autonomy in language learning.

In this workshop, the participants will

*learn about the affordances of WhatsApp mobile tool and the specific task design for fostering learner autonomy;

*experiment with the mobile-enhanced tasks (using smartphones) to develop the four language skills (reading, writing, listening, speaking);

*discuss other pedagogic implication of the BYOD classroom policy.

NOTE: BYOD – *Bring your own device. Participants are expected to use their mobile phones.*

Key words: *BYOD, learner autonomy, mobile learning, smartphone, 21st century skills.*